



*Participant
Notebook*

Week 2:
Telling Your Story

PURPOSE OF THIS NOTEBOOK

This notebook is for you to use while reviewing the key concepts in the online modules, take notes, and complete the reflective activities. Note you will be submitting a copy of the *Advocacy Work Plan* (separate document) to your Online Facilitator at the end of the week to get their feedback; you do not need to submit this document to them.

WEEK 2's PURPOSE

To further take the data presented last week in “Public Perceptions” and apply it to create your own library story.

WEEK 2's GOALS

- 1** Create a compelling story about your library that excites supporters and turns that excitement into action
- 2** Help you develop and practice your public speaking skills so you can effectively tell your library's story.

WEEK 2's WEB-BASED MODULES

- 1** “Creating Your Library Story”
- 2** “Make It Memorable”

NOTE: It's suggested you go through the modules in the above order.

PART I: The Basic 3 Types of Advocacy Stories (in “Creating Your Library Story”)



Anecdotal Story

Write or type your notes here



Factual Story

Write or type your notes here



Emotionally Inspiring Story

Write or type your notes here

PART II: Elements of the Story



What is an Anecdote?

Write or type your notes here



What Makes an Anecdote Effective?

Write or type your notes here



When Are Anecdotes Effective?

Write or type your notes here



When Are Anecdotes Not Effective?

Write or type your notes here



What is a Factual Story?

Write or type your notes here



What Makes a Factual Story Effective?

Write or type your notes here



When Are Factual Stories Effective?

Write or type your notes here



When Are Factual Stories Not Effective?

Write or type your notes here



What is Emotional Inspiration?

Write or type your notes here



What Makes an Emotional Inspiration Effective?

Write or type your notes here



When Are Emotional Inspiration Effective?

Write or type your notes here



When Are Emotional Inspiration Not Effective?

Write or type your notes here

What is an Audience?



Write or type your notes here

After completing the “Matching the Story with the Audience” activity in the module, record the correct response:



Audience: City Council
Size: 50
Setting: Auditorium



STORY 1: “In 2007, our library circulated more than 5,000 books – not bad in a town of 10,000 people. We also held after-school programs for more than 200 kids, and provided free Internet access to hundreds if not thousands more. ...”



Audience: School Board Members
Size: 2
Setting: Brunch



STORY 2: “It’s amazing what kids can do with even the bare necessities. For example, there’s this one child, Richard – a seventh-grader, great kid. A little shy, but who isn’t at that age? Anyway ...”



Audience: Library Supporter
Size: 1
Setting: Hardware Store



STORY 3: “Like you, I am so proud to work for the library and to be able to help people find information and knowledge all for free. The reality is that in today’s world, much of that information is available online. ...”

Framing the Story Against Community Needs



What are Community Needs?

What are Community Needs?

Write or type your notes here



How Do Libraries Fit into the Community?

How Do Libraries Fit into the Community?

Write or type your notes here

PART III: Work Plan

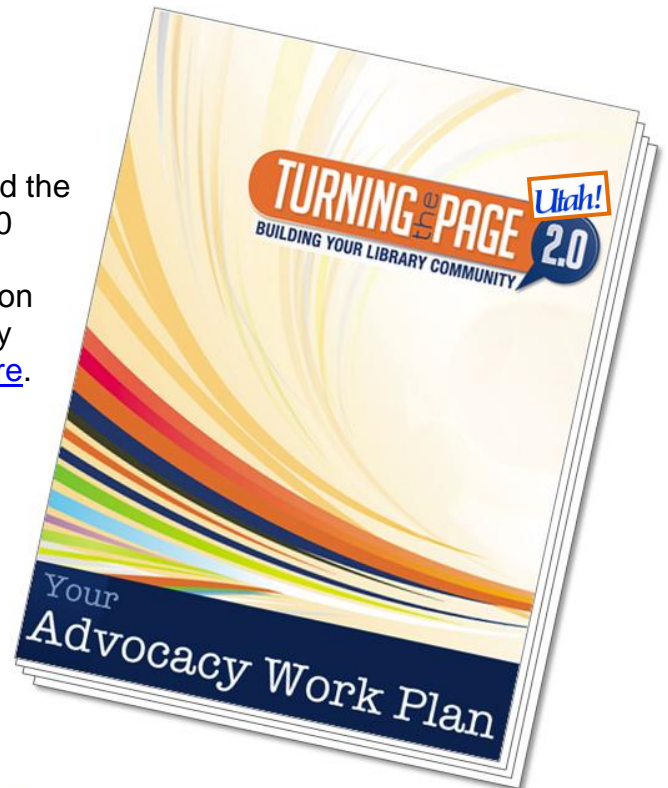
Who is Your Target Audience?



By now you should have downloaded the **Advocacy Work Plan** (MS Word, 20 pgs.) from the *Turning the Page 2.0* Learner's Portal. Please revisit section 2 at this time. If you have not already downloaded this document, click [here](#). Then move on to Part IV, below.



WAIT: DIDN'T WE DO THIS SECTION

ALREADY? Yes: you looked at this section last week (Week 1). However, use your new knowledge gained in the "Creating Your Library Story" Online Module to edit or add to this section of your *Work Plan*.



PART IV: Tell Me a Story

After completing the “Tell Me a Story” activity in the module, record your key findings in the space provided:

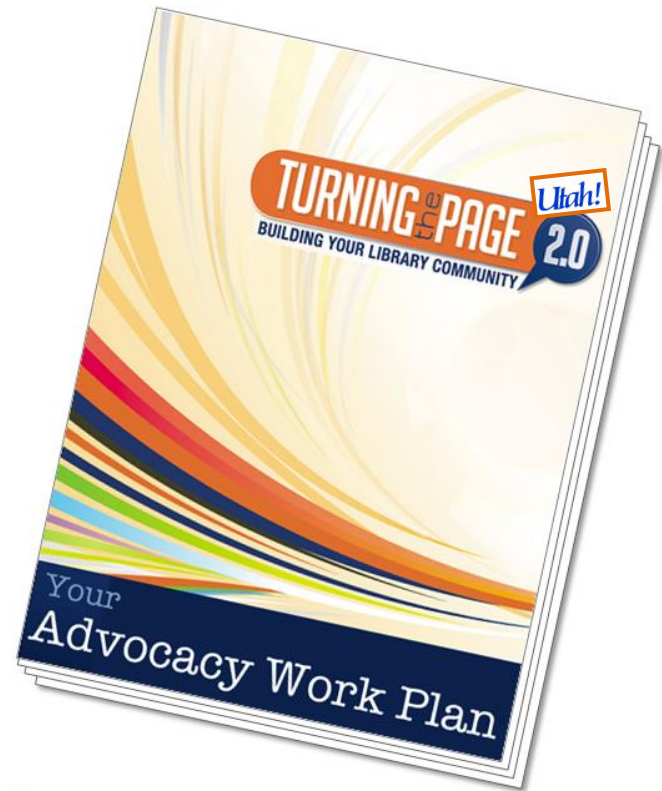
TARGET	KEY ITEMS TO KNOW	STORY NOTES
 Mr. Jones County Finance Officer		
 Ms. O'Shea Business Owner & Parent		

PART V: Work Plan

What Does Your Target Audience Think About Your Library?



Please revisit section 3 of the **Advocacy Work Plan** at this time.



WAIT: DIDN'T WE DO THIS SECTION

ALREADY? Yes: you looked at this section last week (Week 1). However, use your new knowledge gained in the “Creating Your Library Story” Online Module to edit or add to this section of your *Work Plan*.

What Do You Want Your Target Audience to Think About Your Library?

Please revisit section 3 of the **Advocacy Work Plan** and then move on to Part VII, below.

WAIT: DIDN'T WE DO THIS SECTION ALREADY? Yes: you looked at this section last week (Week 1). However, use your new knowledge gained in the “Creating Your Library Story” Online Module to edit or add to this section of your *Work Plan*.

PART VII: Observing & Critiquing Sample Conversations (in “Make It Memorable”)



Know Your Audience

Write or type your notes here



Be Specific About Your Library's Needs

Write or type your notes here



Be Confident

Write or type your notes here



Find Your Voice

Write or type your notes here

Critiquing Abby's Interaction with Mrs. Chang & Ian's Presentation – What worked? What didn't?





Problem – Solution – Opportunity



PART VIII: Delivering a Speech
(in “Make It Memorable”)

Which one did you pick?



**A County Commissioner
who once sat on the school
board in an informal setting**



**A formal presentation
before the city council
in a small town**

PART IX: Work Plan

What Does Your Target Audience Think About Your Library?



Please revisit section 3 of the **Advocacy Work Plan** at this time and then move on to Part VII, below.

WAIT: DIDN'T WE DO THIS SECTION ALREADY THIS WEEK? Yes: you looked at this section earlier in this week (when reviewing the “Creating Your Library Story” Online Module). However, use your new knowledge gained in the “Make It Memorable” Online Module to edit or add to Section 3 of your *Advocacy Work Plan*.

“PARKING LOT SPEECH” HOMEWORK

One of the main areas of focus this week is creating your library's story and having it readily available to use as needed and appropriate. As part of your “homework” this week you will write your “parking lot speech” (you know: the quick, ready-to-give conversation you can share when you bump into that important target audience in the parking lot or in an elevator!).

DIRECTIONS: Complete **Section 5: “Parking Lot Speech” Homework** in your *Advocacy Work Plan*. Turn this in for Week 2 to receive feedback from your Facilitator.

Be sure to have at least two people listen to your speech **BEFORE** your Virtual Classroom session (you'll be asked to share what happened during your session).

Then move on to the Week 2 reflection questions, below.

Your Advocacy Work Plan

TURNING the PAGE 2.0

SECTION 5: “PARKING LOT SPEECH” HOMEWORK
from Week 2: Telling Your Story

One of the main areas of focus this week is creating your library's story and having it readily available to use as needed and appropriate. As part of your “homework” this week you will write your “parking lot speech” (you know: the quick, ready-to-give conversation you can share when you bump into that important target audience in the parking lot or in an elevator!).

Use the question below to guide your thoughts. Then, practice this speech on at least two people and have them share their thoughts or ideas using the questions on the Page 10. Be prepared to share this experience with the group in the Virtual Classroom session!

Write or type your response here

The main thing I want to say is: (25 words or less)

Write or type your response here

Three key supporting points are: (anecdotes or data):

page 8

WEEK 2 REFLECTION QUESTIONS

Each week you will be asked to reflect on the information presented in the online modules. Please enter your responses in the space provided.

1

Last week we talked about “Public Perceptions” and you reflected on if your community was like the national data or a little different. What are three key “findings” from last week’s data?

2

Based upon these three findings you noted above, what are three stories about your library you could “attach” to these stories? For example if one of the findings you list was *“elected officials believe that libraries could do better at solving community issues,”* what is one story you could share with an elected official about how your library is solving community issues?

3

Every library has many stories on the impact your work has on the community. How do (or could you) collect these library stories to help meet advocacy goals?

4

What are some strategies you can use to share your library stories within your communities?

WEEK 2 CHECK LIST

Use the checklist below to be sure you've completed all assignments for Week 2 and to begin preparing for Week 3: "You as a Leader."

- ☐ Review the **two online modules**: "Creating Your Library Story" and "Make It Memorable"
- ☐ Complete the "**Reflection Questions**" for Week 2.
- ☐ Revisit the **Advocacy Work Plan** sections listed in this Participant Notebook for Week 2 (Sections 2, 3, & 4). Submit your *Advocacy Work Plan* to your Online Facilitator via email by the date they specify.
- ☐ Complete the "**Parking Lot Speech**" **Homework** (Section 5 of your *Advocacy Work Plan*) and have at least two people listen to your speech. Record their feedback in your *Advocacy Work Plan* (page 10).
- ☐ Participate in your weekly Online Virtual Classroom Session
- ☐ Complete the brief "**Goldilocks Questions**" for Week 2, accessible via the TtP2.0 Homepage.
- ☐ If desired, participate in the **Threaded Discussion Questions**, accessible via the TtP2.0 Homepage, or post any questions, comments or concerns you may have to the Discussion Board for your fellow cohort-mates to review and answer.
- ☐ Share what you've learned this week with others in your library!
- ☐ Note, while not your assignment for Week 2, next week we will be reviewing two online modules: "**It's All About You**" and "**Follow Me**". If you want you can get a "jump" on this work and begin to review these modules at your own pace.

REMEMBER:

Advocacy is something we should be doing **every day** on behalf of our libraries ... inside its walls and out!

end!



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Utah!

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